

# Careers Education, Information, Advice and Guidance Strategy

## 2023-24

Responsible Senior Manager: Vice Principal Teaching, Learning & Quality

Effective Date: September 2023

Related Policies: Work Experience Policy  
Inclusion Policy & Local Offer

Approved By: Senior Leadership Team

Next Review Date: September 2024

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# Foreword

This Careers Strategy has been developed to ensure that the College is working towards and achieving all 8 Gatsby Benchmarks.

These benchmarks are:

- 1 A stable careers programme
- 2 Learning from Career and Labour market information
- 3 Addressing the needs of each student.
- 4 Linking curriculum learning to careers
- 5 Encounters with employers and employees
- 6 Experiences of workplaces
- 7 Encounters with further and high education
- 8 Personal guidance

HSDC (which comprises of campuses at Havant, South Downs and Alton) is fully committed to meeting all benchmarks in order to provide our students with effective, impartial and relevant careers education, information, advice and guidance.

# 1. HSDC Career Objectives

## OUR PURPOSE

Education transforms lives. HSDC exists to realise the ambitions of our community – raising aspirations, enabling achievement, fulfilling dreams.

## OUR VISION

By 2025, we will be the first choice FE College for students, staff and employers in Hampshire - fully equipping our communities for work and life.

HSDC Careers Team supports this vision and purpose through the following objectives:

## CAREERS OBJECTIVES

1. To enable our students to make informed choices regarding their career pathway, based on local and national market information.
2. To provide students with comprehensive careers education, information, advice and guidance in order to support future career paths.
3. To raise aspirations and challenge stereotypes in order to improve social mobility, and so supporting and assisting students to reach their full potential.
4. To help students develop their employability skills and the behaviours needed for the world of work.
5. To support a successful transition into employment or higher education.
6. To provide all students with opportunities to experience the workplace.

This document outlines the HSDC careers strategy. It will be reviewed annually taking on board the views of our stakeholders (students, staff, parents and employers) and will be fully available to the communities HSDC serves.

## 2. Careers Programme

Careers Programme	Autumn Term	Spring Term	Summer Term
<b>GENERAL CAREERS</b>			
General introduction to careers	All students		
Challenging stereotypes - SUN sessions	All students	Uni-connect	Uni-connect
SUN Guest Speaker Series	All students	All students	All students
OUS Mentoring		Selected students	Selected students
<b>EMPLOYABILITY</b>			
Alternatives to university	Level 3, year 2	Level 3, year 1	Level 3, year 1
Apprenticeships	Level 3, year 2	All students	Level 1-2
CV & Application forms	Level 3, year 2	Level VFL-Level 2	Level VFL-Level 2
Work experience sessions	Level 1-3	A Level	Level 1-3
Employability sessions	All students	All students	All students
Exploring Careers and Labour Market	All students	All students	All students
<b>HIGHER EDUCATION</b>			
Higher Education Research	Level 3, year 2	Level 3, year 1	Level 3, year 1
UCAS (University) Applications	Level 3, year 2		Level 3, year 1
Oxbridge & Medic Sessions	Level 3, year 2	Level 3, year 1&2	Level 3, year 1
Effective Personal Statements	Level 3, year 2		Level 3, year 1
University Interview Support		Level 3, year 2	
Student Finance - parent & student session	Level 3, year 2	Level 3, year 2	
<b>PERSONAL GUIDANCE</b>			
Careers 1:1 meeting	All students	All students	All students
What is careers?	All students		
'What Next' Progression Talks		Level VFL – Level 2	Level VFL – Level 2
After HSDC		Level 3, year 1	Level 3, year 1
<b>EVENTS</b>			
Enrichment Fair	All students		
Higher Education & Employment Fair		All students	
Aspire Launch	Aspire students		
HE Information Evening - parents	Level 3, year 2		
National Apprenticeship Show		All students	

### 3. Roles and Responsibilities

To maintain and run an effective Careers Service the following staff have a specific role, and their roles and responsibilities are laid out below.

<p><b>Senior Leader</b></p> <ul style="list-style-type: none"> <li>• This will be the Vice Principal Teaching, Learning &amp; Quality</li> <li>• Ensure the careers programme is well resourced to deliver the agreed careers plan.</li> <li>• Support the Careers Manager.</li> <li>• Be the College focal point on all matters relating to careers education and training and ensure the Executive Team are kept informed of industry or legislative changes which may impact their responsibilities.</li> <li>• Report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.</li> <li>• Ensure that the agreed careers objectives are understood and implemented across the college.</li> <li>• Ensure the College meets the statutory careers requirements and industry quality standards where appropriate.</li> <li>• Review progress and achievements against the careers strategy and make adjustments as necessary.</li> <li>• Meet with the link Governor for Careers to review careers provision at the College.</li> </ul>	<p><b>Careers Manager</b></p> <ul style="list-style-type: none"> <li>• Ensure students are effectively supported with their future career plans.</li> <li>• Engage with stakeholders including, Local Authority, Local Colleges and Universities, Managers and Leaders, tutors, support staff, students, parents, local schools, local businesses and guest speakers.</li> <li>• Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the College.</li> <li>• Support the College's progression process to enable smooth transition from year to year and ensure students are fully supported onto the right pathway.</li> <li>• Work with the Vice Principal Teaching, Learning &amp; Quality to oversee the operational implementation of a cross college careers guidance programme for students with relevant and meaningful tutorial sessions.</li> <li>• Provide operational management of the College's careers service and associated staff members.</li> <li>• Lead on the College's annual destinations data. Capturing and analysing student outcomes to support future programmes.</li> <li>• Conduct annual surveys and audits to report on stakeholder satisfaction and collate relevant information.</li> </ul>	<p><b>Curriculum and Pastoral Teams</b></p> <ul style="list-style-type: none"> <li>• Ensure that students are aware of the career paths possible from their programme and the employability and transferrable skills that they are developing (Assistant Principals, Heads of Faculty, Programme Leads and Teaching staff)</li> <li>• Ensure that career options and relevant labour market information is provided to students as appropriate (Assistant Principals, Heads of Faculty, Programme Leads and Teaching staff)</li> <li>• Provide opportunities for students to have encounters with employers at least twice per year (Heads of Faculty, Programme Leaders, Teaching staff)</li> <li>• Provide opportunities for students to have encounters with Higher Education and Further Education providers, as appropriate during their course (Heads of Faculty, Programme Leaders, Teaching staff)</li> <li>• Emphasise the importance of Work Experience and Work-Related learning for all students, encouraging students to source and arrange work experience in</li> </ul>
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		<p>a timely manner (Heads of Faculty, Programme Leads, Teaching staff)</p> <ul style="list-style-type: none"> <li>• Deliver tutorial sessions to students as prepared by Director of Student Progress and feedback where relevant (Teaching staff and Personal Tutors)</li> <li>• Raise the profile of the Careers Service to students encouraging students to engage with opportunities provided.</li> </ul>
<b>Joint responsibility: Ensure that the College is meeting Gatsby Benchmarks</b>		

The HSDC Careers Lead is Suki Dhesi (Vice Principal Teaching, Learning & Quality)

**The HSDC Careers Team is:**

Director of Student Progress  
 Careers Manager  
 Careers Advisers  
 UCAS & Progression Advisers  
 SUN Progression Mentors

## 4. The Gatsby Benchmarks

	GATSBY BENCHMARKS	HSDC'S POSITION
1	<b>A Stable Careers Programme</b>  Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers	HSDC has a stable, structured careers programme that has the backing of the Senior Leadership Team and has an identified person responsible for it.  The Careers Programme is published on the HSDC website.  The programme is regularly evaluated, with feedback from students, parents, college staff and employers as part of the evaluation process.
2	<b>Learning from Career and Labour Market Information (LMI).</b>  Every student and their parents should have access to good quality information about future study options and labour market opportunities	During their study programme, all students will have access to and use information about career paths and the labour market to inform their own decisions on future paths. This will be available through the tutorial programme and in the curriculum.  Parents will be encouraged to access information about labour markets and future study options to inform the support they provide to students.
3	<b>Addressing the Needs of Each Student.</b>  Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.	HSDC will actively seek to challenge stereotypical thinking and raise aspirations.  HSDC will keep records of the individual advice given to each student, and subsequent agreed decisions on ProMonitor.  Where possible the records of advice given will be integrated with those given at a previous stage of the student's education.  HSDC will endeavour to collect and maintain accurate data for each student on their education, training or employment destinations.
4	<b>Linking Curriculum Learning to careers.</b>  All teachers should link curriculum learning with careers. For example, STEM subject teachers	Throughout their programme of study every student will have the opportunity to understand how their subjects help them gain entry to (and be more effective workers within) a wide range of occupations and/or study options relevant to their study programme.



	should highlight the relevance of STEM subjects for a wide range of future career paths.	
<b>5</b>	<b>Encounters with Employers and Employees;</b>  Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	Every year, alongside their study programme, students will participate in at least two meaningful encounters with an employer. At least one of these encounters should be delivered through their curriculum area. This will be monitored and reviewed through an annual audit.  HSDC will record and take account of students own part-time employment.
<b>6</b>	<b>Experiences of Workplaces;</b>  Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience	By the end of their study programme, every student will have had at least one valuable and meaningful experience of a workplace or participated in an employability programme, additional to any part-time jobs they may have. This will be monitored and reviewed through an annual audit.
<b>7</b>	<b>Encounters with Further and Higher Education;</b>  All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the end of their programme of study, every student will have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This will be monitored and reviewed through an annual audit.  This should include, as appropriate, further education colleges, higher education, apprenticeship and training providers.
<b>8</b>	<b>Personal Guidance;</b>  Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.	HSDC will provide each student with the opportunity for guidance interviews with a specialist Careers Adviser at least once during their time at the college.  HSDC is committed to taking positive steps to establish a supportive environment for all students. There will be workshops and tutorials designed to help every student to develop essential skills and assist students with decision making at crucial stages, informing them of all their options and introducing them to the world of work. We also aim to prepare them for life after study or training in whichever path they choose.

## 5. Evaluation of HSDC Career Services

The College believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
The matrix Standard	External assessment through the matrix quality standard. Feedback from students and evaluation of the service.	2025
Governors	Link governors assess ongoing careers activity.	Termly
Careers Benchmarking	We will complete the Compass Self Evaluation exercise.  Results of the assessment will be used to identify further improvements.	Termly
Student Feedback	We will gather feedback on how well we are preparing students for their next steps at the Campus Student Conferences.  We will gather feedback from the Student Committee (cross campus) on how well supported students believe they are.  We will gather feedback after every Careers Interaction to understand how well we meet student needs and to identify further improvements.	Annual  Annual  Ongoing throughout the year.
Employer Audit by the local business community	We will ask a member of the local business community to complete an audit of our careers provision.  The assessment will provide feedback from the business community and identify areas for collaborative improvement.	Annual
Parent/Carer Survey	We carry out a survey to understand how well we meet our students needs and to identify further improvements.	Annual

## Appendix 1 – Gatsby implementation plan

Gatsby Benchmark	Action	Success criteria for 2023	Staff responsible
<b>BM1: A stable careers programme</b> –an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.	<ol style="list-style-type: none"> <li>1. Careers Strategy reviewed annually by SLT, with both strategic and operational elements.</li> <li>2. Raise profile of Gatsby to students and staff.</li> <li>3. Termly audit of Compass Tool to match progression against benchmarks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual strategy published on the college website so that the following audiences can benefit from it: students, employers, parents/guardians, other agencies.</li> <li>2. Careers Manager to provide termly report on Gatsby Benchmarks at Quality Forum.</li> <li>3. Maintain and achieve all Gatsby benchmarks (over 75%).</li> </ol>	<p>Vice Principal Students, Learning &amp; Quality</p> <p>Director of Student Progress</p> <p>Careers Manager</p> <p>Marketing</p>
<b>BM2: Learning from career and labour market information</b> – every student and their parents, should have access to good quality information about future study options and labour market opportunities.	<ol style="list-style-type: none"> <li>1. Increased engagement with After HSDC activities.</li> <li>2. Annual update of LMI information on careers pages.</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% + engagement with After HSDC resources.</li> <li>2. Evidence of up to date LMI on careers intranet page.</li> </ol>	<p>Careers Manager</p> <p>Director of Student Progress</p> <p>Heads of Faculty</p> <p>Programme Leaders</p> <p>Personal Tutors</p> <p>Careers Advisers</p>
<b>BM3: Addressing the needs of each student</b> – Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout.	<ol style="list-style-type: none"> <li>1. Keep systematic records on each learner's experiences of career and enterprise activity.</li> <li>2. Destinations data analysed annually and used to shape the careers service to support all students.</li> <li>3. Annual evaluation of SUN engagement activity for those least likely to progress on to Higher Education.</li> <li>4. Maintain and increase accessibility of the Careers Service for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. 75% of all students have logged at least one 'Be' theme.</li> <li>2. Report on 2022 destinations produced, shared and</li> <li>3. Continued 80% student satisfaction on SUN activity.</li> </ol>	<p>Vice Principal Students, Learning &amp; Quality</p> <p>MIS Curriculum Services Manager</p> <p>Careers Manager</p> <p>Director of Student Progress</p> <p>Careers Advisers</p> <p>Personal Tutors</p>

<p><b>BM4: Linking curriculum learning to careers</b> - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ol style="list-style-type: none"> <li>1. All teaching staff understand the Gatsby Benchmarks and college commitment to them.</li> <li>2. Careers Team to provide adaptable resources for academic staff to embed within their subjects, highlighting the importance of English and maths for career and updated annually.</li> </ol>	<ol style="list-style-type: none"> <li>1. Careers Manager to provide a termly report at Quality Forum to update academic staff on Gatsby scores and action points.</li> <li>2. Updated resources on the importance of English and maths available on careers intranet pages.</li> </ol>	<p>Vice Principal Students, Learning &amp; Quality Careers Manager Heads of Faculty Programme Leaders Teachers Careers Advisers</p>
<p><b>BM5: Encounters with employers and employees</b> – Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	<ol style="list-style-type: none"> <li>1. Keep systematic records on each learner's employer engagement.</li> <li>2. Provide two+ meaningful employer encounters for each student. Including follow up activities such as Q&amp;A and opportunities for reflection.</li> <li>3. Capturing of part-time employment and its influence on student development.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students to have 1-2 meaningful employer encounters logged.</li> <li>2. Successful HSDC Careers Fair with additional follow up and reflection activities for 2024.</li> <li>3. Student CV and reflection activities embedded into tutorial programme</li> </ol>	<p>Careers Manager Manager for Work Based Learning Heads of Faculty Programme Leaders Teachers MIS</p>
<p><b>BM6: Experiences of workplaces</b> – Every student should have first-hand experiences of the workplace through visits, work shadowing and/or work experience.</p>	<ol style="list-style-type: none"> <li>1. Increase number of filled work placements and/ or work-related learning activity.</li> <li>2. Annual update of virtual resources to support virtual work experience where physical placements are not possible.</li> <li>3. Work with employer networks to improve opportunities for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased engagement with After HSDC activity and work-related learning for A Level students.</li> <li>2. Continued update of resources on careers intranet pages, accessible to all students.</li> <li>3. 75% student satisfaction at employment fairs.</li> </ol>	<p>Manager for Work Based Learning Careers Manager Careers Advisers Heads of Faculty Programme Leaders Work Based Learning Team</p>

<p><b>BM7: Encounters with Further and Higher education</b> – All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ol style="list-style-type: none"> <li>1. Keep systematic records on each learner's encounters with Further and Higher Education.</li> <li>2. Increase varied opportunities with external Further and Higher Education providers.</li> <li>3. Ensure encounters are meaningful.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students to have 1-2 meaningful education encounters logged.</li> <li>2. Exhibitors at Careers Fair to include at least 30+ external providers of both higher and further education.</li> <li>3. Evidence of follow up and reflection after encounters to include feedback forms and reflection activities.</li> </ol>	<p>Careers Manager Heads of Faculty Programme Leaders Teachers</p>
<p><b>BM8: Personal guidance</b> – Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.</p>	<ol style="list-style-type: none"> <li>1. Continue to increase the number of careers interactions.</li> <li>2. Update careers involvement in enrolment process so all students are aware of careers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gatsby benchmark 8 increase to 75% for all campuses.</li> <li>2. Students to have a careers interaction through enrolment process.</li> </ol>	<p>Careers Manager Careers Advisers Vice Principal Students, Learning &amp; Quality Director of Student Services Director of Marketing &amp; Admissions Personal Tutors MIS</p>

## Appendix 2 - Information and Self Help

Information and self-help material will be made available across HSDC in a variety of ways (Google Site, SharePoint, notices, posters, visual promotions etc.) and our dedicated support area in the 'Student Hub'. Students will be encouraged to engage informally and formally using the various forms of information.

### Information within the College

Students will have access to Careers Education, Information, Advice and Guidance which can support them in their future progression and career journey. This will allow them to make informed decisions about future courses, employment or training options.

- This includes licenced careers software packages such as Unifrog and Navigate.
- Employability skills training (CV Building, interview skills, application support, work experience, volunteering,) on a 1-1 basis or on request during planned group sessions.
- UCAS and university support including: Research, Apply, Personal Statements, Track, Post Application responding to offers, Student Finance.
- Pre-booked 1:1 guidance interview with a qualified Careers Adviser. Content of the interview is a three-pronged approach whereby the adviser will discuss in-depth the following three key aspects:
  1. Exploration – Building a picture of current thinking and situation.
  2. New understanding – Finding solutions, deciding goals.
  3. Action – What to do to achieve goals.
- Individualised careers support: Adjustments are made to careers services offered in relation to individual and access needs.

Resource	Description
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**General Careers:**

<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>	Provides information, advice and guidance to help make decisions on learning, training and work
<a href="https://careerpilot.org.uk/">https://careerpilot.org.uk/</a>	Helps decision making in choices at 18, routes to different qualifications and job sectors. Career tools to help you decide.
<a href="http://www.icould.com">www.icould.com</a>	Features films of people talking about their careers and the route they took
<a href="https://www.startprofile.com/">https://www.startprofile.com/</a>	Free, online careers platform designed to support future career potential
<a href="https://www.allaboutcareers.com/">https://www.allaboutcareers.com/</a>	Career exploration, jobs & advice. One stop site for exploring careers and advice.
<a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a>	A-Z of job profiles
<a href="http://www.ucas.com/careers-advice">www.ucas.com/careers-advice</a>	Explore different careers and pathways, plus job and employment advice
<a href="http://www.targetcareers.co.uk">www.targetcareers.co.uk</a>	Explore options for careers, university or apprenticeships
<a href="http://www.hsdac.ac.uk/careers">www.hsdac.ac.uk/careers</a>	Labour market information is available on a range of occupations and career routes
<a href="https://www.unifrog.org/">https://www.unifrog.org/</a>	Compare, research, and apply for progression options (university/ apprenticeship/ scholarship)

**Self-Awareness Career Matching:**

<a href="https://sacu-student.com/?page_id=2850">https://sacu-student.com/?page_id=2850</a>	Free Career Quiz showing Careers, UCAS Courses, FE Courses, Apprenticeships, Labour Market Information, Job Vacancies.
<a href="https://icould.com/buzz-quiz/">https://icould.com/buzz-quiz/</a>	Short quiz to get you started thinking about your strengths.

<a href="https://nationalcareersservice.direct.gov.uk/skills-health-check/home">https://nationalcareersservice.direct.gov.uk/skills-health-check/home</a>	A set of quizzes and activities designed to help explore skills, interests and motivations.
<a href="https://www.allaboutcareers.com/career-test">https://www.allaboutcareers.com/career-test</a>	A career test that will ask a simple series of questions and then suggest five industry sectors to explore in more detail.
<a href="https://www.prospects.ac.uk/planner">https://www.prospects.ac.uk/planner</a>	Career Planner matching skills, motivations and desires to a career that's perfect.